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ABSTRACT

The data presented in this report were compiled from a 1967 freshman survey and a 1971 follow-up survey containing standard biographic and demographic items as well as items on family income, expected sources of support to finance college education, enrollment status, educational achievement and aspirations, attitudes, and values. A total of 280,650 entering freshmen students at 359 universities were administered the Student Information Form in 1967, while a subsample of the 1967 survey included 63,510 former freshmen. This report is based on a comparison of those students who transferred to another institution and those who had remained at their original institutions. Of ten weighted total number of students responding to this item, 25.3 percent answered that they had transferred during the period 1967-71. A statistical interpretation to responses on the Student Information Form are included. (MJM)

COMPARISON OF THE CHARACTERISTICS OF

TRANSFER AND NONTRANSFER COLLEGE STUDENTS

1967 - 1971

Prepared for

Airlie House Conference on College Transfers

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Policy Analysis Service American Council on Education

November 30, 1973

INTRODUCTION

Source of Data

For the past seven years the American Council on Education, through its Cooperative Institutional Research Program has conducted a large-scale annual fall survey of freshmen entering college. All institutions listed by the U.S. Office of Education in the Educational Directory for higher education which have a freshman class of at least thirty students are invited to participate in the survey research program.

Freshman students entering participating institutions are administered a Student Information Form, containing standard biographic and demographic items as well as items on family income, expected sources of support to finance college education, enrollment status, educational achievement and aspirations, attitudes, and values.

Results of the survey are weighted up to national aggregates in order to generate summary data representing all first-time full-time students entering all institutions of higher education.

The data presented in this report were compiled from the 1967 freshman survey and the 1971 follow-up survey of this cohort. A total of 280,650 entering freshmen students at 350 colleges and universities participated in the 1967 survey. Of these institutions, 252 provided data which met ACE standards for data quality on 185,848 first-time full-time students. For the 1971 follow-up study, a subsample of the 1967 cohort was drawn which included all students who had entered institutions enrolling fewer than 300 full time freshmen in 1967, and samples of between 250 and 300 students on file from the satitutions enrolling more than 300 freshmen students. The resulting sample includes 33,510 former freshmen.



Transfer Group

This report is based on a comparison of those students who transferred to another institution and those who had remained at their original institutions. The students answering the follow-up questionnaire were asked the following question: "Which of the following have you done since entering college in 1967?" One of the possible responses was: "Transferred to another college before graduating". Of the weighted total number of students responding to this item (1,300,638), 25.3 percent (329,526) answered that they had transferred during the period 1967-71. This transfer rate appears to differ significantly by type and control of institution, ranging from a low of 17.1 percent for public four-year institutions to a high of 36.2 percent for public two-year institutions.

Definitions

Transfer Rate: The transfer rate is calculated from the number of transfer students divided by the total of transfer plus nontransfer students and multiplied by 100.

<u>Percent Distribution</u>: The percent distributions across possible responses are calculated for transfer and nontransfer students for each question.

Nonrespondents: Nonrespondents to each question are excluded from the base upon which percentages are calculated.

TRANSFER RATE

By Type and Control of Institution

Based on a 1971 Follow-up of a 1967 Survey of Entering Freshmen

	Percent Distribution of Transfers	Transfer	Nontransfer	Total	Percent Transfer Rate
Total	100.0	329,526	971,112	1,300,638	25.3
5.114		212 000	(02.260	206 240	00.7
Public	64.6	212,889	683,360	896,249	23.7
University	17.5	57 , 789	252 , 792	310,581	18.6
Four-Year	15.5	50 , 925	246,997	297,922	17.1
Two-Year	31.6	104,175	183,571	287,74€	36.2
<u>Private</u>	35.4	116,637	287,752	4 0 4,389	28.8
University	4.3	14,002	60,875	74,877	18.7
Four-Year	21.0	69,231	183,118	252 , 349	27.4
Two-Year	10.1	33,404	43,759	77,163	43.3

Source: American Council on Education, Policy Analysis Service, Cooperative Institutional Research Program.

COMPARISON OF THE CHARACTERISTICS OF

TRANSFER AND NON TRANSFER COLLEGE STUDENTS

1971 Follow-up of 1967 Survey of Entering Freshmen

Weighted to National Aggregates

Students Entering All Institutions

Thom	Survey-	Transfer	Percent	
Item	Question	Rate	Transfer	Nontransfer
Demographic Characteristics				
<u>Sex</u>	1967-1			
Male		25.7	57.3	56.1
Female		24.8	42.7	43.9
Race	1967-13			
Caucas i an		25.9	91.4	88.6
Negro		16.4	3.1	5.3
American Indian		17.7	•5	.5
Oriental		21.4	.9	1.0
Other		23.1	4.1	4.6
Age on Entering as a First time, Full-time Freshman				,
16 or younger		27.5	.2	:2
17		23.7	4.5	4.9
18		25.4	77.6	77.6
19		26.4	13.6	12.8
20		25.2	1.3	1.4
21		20.4	.4	.6
Older than 21		24.5	2.4	2.5
Father's Education	1967-11	•		
Grammar school or less		20,4	8.1	10.6
Some high school		25.1	16.2	16.5
High School Graduate		24.5	29.3	30.6
Some College		26.7	19.3	17.9
College degree		27.4	17.3	15.5
Postgraduate degre e		11.8	9.8	8.9
Mother's Education	1967-11	•		
Grammar school or less		20.6	4.8	6.3
Some high school		22.7	12.6	14.5
High school graduate		25.4	43.6	43.3
Some college		27.0	21.1	19.4
College degree		27.2 .	15.1	13.8
Postgraduate degree		25.5	2.8	2.7

a	Survey-	Transfer	Percent	
Item	Survey- Question	Rate	Transfer	Nontransfer
Where living	1971-5			
On a farm		28.5	3.8	3.3
In a small town		25.8	20.9	20.9
In a moderate or large				
size town or city		25.0	33.9	35.4
In a metropolitan area	1			
central city	Alexander	27.4	18.0	16.7
In a metropolitan area	•		•	קר
suburb	•	25.6	23.4	23.7
<u>Grades</u>				
Average Grade in High Scl	1967-3	€6		
A or A+		16.8	3.2	5.4
A-		20.8	6.9	8.9
₽+		23.5	14.7	16.2
В		25.1	23.1	23.4
B-		27.7	17.4	15.5
C+ ·	•	27.6	18.4	16.4
C	•	28.4	15.7	13.5
D	•	22.2	.6	· .7
Over-all Grade Point Avera	ge 1971-11			
A or A+		24.1	1.8	2.0
A- or B+		27.3	13.0	12.2
В		26.6	28.8	27.7
B- or C+		27.1	34.1	32.0
С		25.6	18.8	19.1
C- or D+		17.3	2.7	5.1
D or less		12.3	.8	1.9
Grade Point Average in Major Subject	1971-11			
A or A+		.25.7	. 8.7	,9.0
A- or B+		26.4	26.1	26.1
В		27.2	35.4	33.8
B- or C+		27.3	19.5	18.6
₹ ″. C		24.2	8.7	9.8
C- or D+		18.4	1.2	1.8
D or less		11.5	. •4	9

S	urvey-	Transfer	Perc	ent
	uestion	Rate	Transfer	Nontransfer
Degrees			1	
Highest Degree Intended	1967-7	•	ţ ţ	
None		24.0	3.1	3.3
Associate (or equivalent)	'	15.2	4.4	8.2
Bachelor's Degree (B.A., B.S., etc.)		27.0	40.3	36.9
Master's Degree (M.A., M.S., etc.)		26.3	34.7	33.0
Ph.D or Ed.D.		23.3	9.7	10.8
M.D., D.D.S., or D.V.M.		27.4	5.0	4.5
LL.B. or J.D.		23.4	1.3	1.4
B.D.		23.0	.2	.3
Other		21.8	1.3	1.6
Highest Degree Now Held	1971-9			
None		26.5	38.6	36.7
Associate (or equivalent) (A.A., A.S., etc.)		38.8	23.6	12.8
Rachelor's Degree (A.B., B.A., B.S., etc.)		20.3	36.4	49.0
Master's Degree (M.A., M.S., etc.)		·· 7.8	.0	.1
Ph.D. or Ed.D.	•	38.3	.0	•0
M.D., D.D.S., D.V.M., or D.O).	.0	.0	.0
LL.B. or J.D. (Law)		.0	.0	•0
B.D. (Divinity)	·	22.9	. 0	.0
Other		24.5	1.3	1.4
Highest Degree Before 1973	1971-9		•	
None		18.3	20.1	36.7
Associate (or equivalent) (A.A., A.S., etc.)		24.6	5.7	7.1
Bachelor's Degree (A.B., B.A., B.S., etc.)		42.3	59.4	33.3
Master's Degree (M.A., M.S., etc.)		20.0	12.4	20.4
Ph.D. or Ed.D.		· 26.2	.1	.1
M.D., D.D.S., D.V.M, or D.	.0.	38.6	.1	.1
LL.B. or J.D. (Law)		19.1	.2	•3
B.D. (Divinity)		37.0	.1	.1
Other		29.2	1.9	1.9



	Survey- Transfer		Per	ercent	
	uestion	Rate	Transfer	Nontransfer	
Highest Degree 1973-75	1971-9				
None	<i>'</i>	20.5	18.9	26.0	
Associate (or equivalent) (A.A., A.S., etc.)	<i>.</i>	14.0	1.7	3.7	
Bachelor's Degree (A.B., B.A., B.S., etc.)		30.7	20.9	16.7	
Master's Degree (M.A., M.S., etc.)		29.6	45.9	38.7	
Ph.D. or Ed.D.		20.1	3.7	5.1	
M.D., D.D.S., D.V.M., or D.O) .	21.1	1.9	2.5	
LL.B. or J.D. (Law)		23.0	4.6	5.4	
B.D. (Divinity)		25.8	•4	.4	
Other		32.1	2.0	1.5	
Highest Degree After 1975	1971-9		•		
None		22.1	32.2	38.5	
Associate (or equivalent) (A.A., A.S., etc.)		8.8	4	1.3	
Bachelor's Degree (A.B., B.A., B.S., etc.)		18.4	6.3	9,5	
Master's Degree (M.A., M.S., etc.)	•	30.4	29.0	22.5	
Ph.D. or Ed.D.		26.8	20.1	18.7	
M.D., D.D.S., D.V.M., or D.	o.	29.3	4.0	3.2	
LL.B. or J.D. (Law)		28.3	3.7	3.2	
B.D. (Divinity)		15.1	.2	.4	
Other		34.3	4.1	· 2.7	
Status	1971-1		•		
January-June, 1971			•		
Attending college, full-time (undergraduate)		20.0	68.4	57.0	
Attending college, part-time (undergraduate)		24.4	8.1	3.5	
Attending graduate school		25.4	.9	1.7	
Having a temporary college interruption (illness, et	c.)	25.0	4.4	2.7	



^{*}Adds to more than 100 percent because multiple responses were requested.

em Survey	Transfer	Perce	
Question	Rate	Transfer	Nontransfe
atus January-June, 1971 continued* 1971-	-1	`	
Attending night school,	_		
adult education	25.1	2.5	1.4
Attending a school other than		•	
a college or university	<i>∞</i> 25.3	1.3	1.3
Working part-time	24.5	21.2	16.6
Working full-time	26.5	19.6	24.2
In military service,	26.0	3.4	6.7
active duty	20.0	J.4	0.7
Being a housewife	25.7	7.4	9.0
Being unemployed, looking for	25.3	3 .7	3.3
a job			
Being unemployed, not			
looking for a job	25.0	4.5	2.8
come			
Estimated Parental Income 1967-	12	•	AT.
Less than \$4,000	19.8	3.4	4.7
\$4,000 - \$5,999	22.5	8.2	9.6
\$6,000 - \$7,999	23.7	12,6	13.8
\$8,000 - \$9,999	24.5	14.6	15.3
\$10,000 - \$14,999	26.0	22.5	21.6
\$15,000 - \$19,999	27.0	8.9	0.3
\$20,000 - \$24,999	29.5	4.3	3.5
\$25,000 - \$29,999	28.3	2.0	1.7
\$30,000 or more	29.3	3.9	3,1
Have no idea	26.2	19.6	18.7
Median		\$12,500	\$11,525
nancing		T-23500	Y30-0
Concern about Financing 1967-	-8		
Education		<u>.</u> .	_
None	26.0	8.4	8.1
Some Concern	. 25.3	57.9	58.2
Major Concern	. 25.3	33.7	33.7



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Item	Question	Rate	Transfer	Nontransfer
Sources of Financial Suppo- during Freshman Year	rt 1967-10			
Personal savings and/or employment				
Major source		25.2	27.3	27.4
Minor source		24.9	42.0	43.1
Not a source		26.1	30.7	29.5
Parental or family aid		.•		
Major source		26.4	58.0	54.9
Minor source		23.6	22.5	24.7
Not a source		24.5	19.5	20.4
Repayable loan				
Major source		21.4	11.0	13.7
Minor source		23.7	7.8	8.5
Not a source		26.2	81.2	7 7.8
Scholarship, grant or other gift				ş.
Major source		22.1	14.3	17.0
Minor source		24.4	15.4	16.3
Not a source		26.4	70.3	66.7
Source of Financing Undergraduate Years	1971-7			
Support from your parent	S	22.0	71.5	65.8
Support from your spouse		24.3	12.7	7.7
Federal scholarship, fellowship, or grant		25.6	9.3	10.4
State scholarship, fellowship, or grant		25.6	14.8	16.0
Other scholarship, fellowship, or grant		25.7	15.2	16.8
Federal Loan		25.0	20.0	18.6 [,]
Other loan		24.9	14.8	12.5
College work-study progra	am	25.5	11.9	12.8
Research assistantship		25.4	.3	•5
Teaching assistantship		25.3	1.0	.8
Employment		22.0	62.3	54.4
Other sources (savings,	etc.)	23.7	37.3	31.6

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Item	Survey	Transfer	Percent	
1 Cent	Question	<u>Rate</u>	Transfer	Nontransfer
Indicate the importance to	1967-23			
you personally of the		1	•	
following persons or events in your decision				
to enroll in this college.				•
Parent or other relative		. •	•	
Major influence		25.4	45.2	45.0
Minor influence		25.0	36.3	37.0
Not relevant	•	25.9	18.5	18.0
High school teacher or couns	selor	•		
Major influence	1.	23.7	. 20.7	22.6
Minor influence		24.7	41.2	42.5
Not relevant		27.0	38.1	34.9
Friends attending this college		•	•	•
Major influence	1	24.7	15.9	16.3
Minor influence		25.3	35.6	35.6
Not relevant		25.5	48.5	48.1
Graduate or other representa from this college	tive		,	
Major influence		23.6	11.6	12.7
Minor influence		24.4	24.8	26.0
Not relevant		26.1	63.6	61.3
Professional counseling or college placement service				1 1
Major influence		26.5	4,2	3.9
Minor influence		24.4	14.5	15.2
Not relevant		25.4	81.3	80.9
Athletic program of the college	·		·	
Major influence		25.2	5.9	5.9
Minor influence		24.8	14.2	147
Not relevant		25.5	79,9	79.4

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	Survey-	Transfer	Percent	
Item	Question	Rate	Transfer	Nontransfer
Name 1 Decisions - continu	had			
Enrollment Decisions - continu	led			
Other extracurricular activities	•			
Major influence	• • •	22.8	4.0	4.7
Minor influence		23.2	24.6	27.6
Not relevant		26.3	71.4	67.7
Social life of the college				
Major influence		24.3	.7.5	7.9
Minor influence		23.7	35.4	38.8
Not relevant		26.6	57.1	53.3
Opportunity to live away from home			,	
Major influence		26.4	16.2	15.3
Minor influence		25.3	28.1	28.1
Not relevant		25.1	55.7	56.6
Low cost				
Major influence		26.9	24.8	22.9
Minor influence		24.0	27.3	29.4
Not relevant	·	25.0	47.9	47.7
Academic reputation of the college	•		·	
Major influence		22.2	40.8	48.5
Minor influence	•	27.5	36.6	32.8
Not relevant		29.1	22.6	18.7
Most of the students are like me			٠.	
Major influence		25.5	9.1	9.0
Minor influence		24.2	29.6	31.5
Not relevant		26.0	61.3	59.5
Religious affiliation				
Major influence		30.8	7.9	6.1
RIC Minor influence		26.2	14.3	13.6
Not relevant	·	24.8	77.8	. 80.3

	-9	ed	•		
tem	Survey- Question	Transfer Rate	Pero Transfer	Nontransfer	
How often have you dis- cussed vocational and career plans or a	1971-10				
<pre>possible change in major field with each of the following persons?</pre>				•	
College advisor			•		
Frequently		25.6	8.4	8.6	
Occasionally		27.8	57.1	52.4	
Never	· .	23.9	34.5	39.0	
Academic dean				•	
Frequently		29.3	1.1	1.0	
Occasionally	• •	31.5	- 18.6	14.3	
Never		25.1	80.3	84.7	
Residence hall counselor					
Frequently	•	23.7	1.4	2.0	
Occasionally		23.7	10.7	12.2	
Never		26.6	87.9	85.8	
Guidance counselor			· .		
Frequently		30.1	4.0	3.3	
Occasionally	•	28.4	30.7	27.5	
Never	۶۰	25.1	65.3	69.2	
Friend	-				
Frequently		26.9	58.7	56.3	
Occasionally		25.5	37 . 3	38.4	
Never		21.0	4.0	5. 3	
Professor or instructor	-				
Frequently	•	26.5	17.8	17.5	
Occasionally		27.6	55 <u>.</u> 7	51.9	
Never	•	23.5	26.5	30.6	
Placement counselor or director	·				
Frequently	·	24.6	2.5	2.7	
Occasionally		26.7	22.5	22.0	
Never		26.1	75.0	75.3·	

	Survey-	Transfer	Per	cent
Item	Question	Rate	Transfer	Nontransfe
Married and Lawrence				
Family member or spouse	•	27.0	. 49•4	47.1
Frequently		26.0		47.1
Occasionally .		21.5	43.1	9.7
Never		21.5	7∙5	9.7
Dean of men or women		•		•
Frequently		16.5	.7	1.1
Occasionally		26.1	. 7.3	7.4
Never		26.2	92.0	91.5
Counselor in non-university agency				
Frequently		29.4	- 1.5	1.3
Occasionally		30.0	8.1	6.7
Never		25.8	90.4	92.0
Person employed in my intended field			÷	
Frequently	•	. 27.5	22.3	20.8
Occasionally		27.0	51.5	49.3
Never		23.7	. 26.2	29.9
Other			•	
Frequently	•	28.0	8.1	7.2
Occasionally		28.3	41.6	36.9
Never	•	24.0	50.3	55.9
to the chances that you will:	1967-18		•	· · · · · · · · · · · · · · · · · · ·
Change major field	•			•
Very good chance		27.5	17.5	15.6
Some chance	•	26.4	40.5	. 38.2
Very little chance	ř	24.3	29.2	30.8
No chance		22.0	12.8	15.4
Change career choice			• • • • • • • • • • • • • • • • • • • •	
Very good chance		27.3	18.2	16.4
Some chance		26.5	41.1	38.5
Very little chance		23.9	27.6	29.7
No chance		22.4	13.1	15.4

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	Survey-	Transfer	Per	cent
Item	Question	Rate	Transfer	Nontransfer
Expectations - continued				
Graduate with honors				•
Very good chance		22.7	3.3	3.8
Some chance		25.0	42.5	43.2
Very little chance		26.1	44.8	43.0
No chance	•	24.2	9.4	10.0
Drop out temporarily (exclude transferring)			-	·
Very good chance		32.3	1.2	.8
Some chance		26.2	9.6	9.2
Very little chance		23.7	43.5	47.5
No chance		26.7	45.7	42.5
Drop out permanently (exclude transferring)	•			
Very good chance		25.8	5	.5
Some chance		23.4	4.5	4.9
Very little chance		23.8	31.5	34.0
No chance		26.1	63.5	60.6
Transfer to another college before graduati	ng			
Very good chance		47.3	23.1	8.7
Some chance	•	28.5	32.6	27.7
Very little chance		20.5	29.7	39.0
No chance		16.7	14.6	24.6
Which of the following have you done since entering college in 1967?	1967-8			
Got married	•	24.7	29.9	30.9
Changed major field		33.8	55.5	36.9
Changed career choice		30.4	49.9	38.8
Failed one or more course	es .	29.3	41.0	33.6
Graduated with honors		21.4	9.7	12.1
Was elected to a student office		24.1	14.1	15.1
pined a social fraternit	Ey,	25.5	33.9	33.6

S1	ı rv ey-	Transfer	Per	cent
•	stion	Rate	Transfer	Nontransfer
Changes in Expectations - continue	ed .			
Authored or co-authored a published article		25.5	6.1	6.1
Was elected to an academic honor society		24.2	12.0	12.8
Participated in student protests or demonstrations		27.0	25.1	23.0
Dropped out of college temporarily (exclude transferring)		34.4	36. 8	23.9
Dropped out of college permanently		7.6	2.4	10.0
Transferred to another college before graduating		.0	100.0	. •0
Attitudes	·			•
Being very well-off financially	1967-24			
Essential		28.2	14.7	12.6
Very important		24.5	30.6	31.8
Somewhat important		25.0	42.6	43.2
Not important		24.8	12.1	12.4
Being very well-off financially	1971-14			
Essential		25.0	6.8	7.1
Very important		25.4	22.4	22.9
Somewhat important		25.0	47.6	49.9
Not important		28.8	23.2	20.1
College faculty are more competent than are stu-	1967-25	· .		
dents to specify the curriculum			• .	
Agree strongly		23.6	29,1	31.9
Agree somewhat		26.2	56.5	53.8
Disagree somewhat		24.7	12.2	12.6
Disagree strongly		30.5	2.2	1.7

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	Survey-	Transfer	Per	cent
Item	Question	Rate	Transfer	Nontransfer
Attitudes - continued				•
The activities of marrie women are best confine				
to the home and family				
Agree strongly		26.7	22.0	20.5
Agree somewhat		24.7	34.2	35.3
Disagree somewhat		25.5	29.0	28.6
Disagree strongly		24.2	14.8	15.6
Parents should be discord aged from having large families			,	
Agree strongly		26.2	12.6	11.9
Agree somewhat		25.5	31.4	31.0
Disagree somewhat		24.8	32.6	33.5
Disagree strongly		25.1	23.4	23.6
Colleges would be impro- if organized sports we de-emphasized				
Agree strongly		27.2	4.2	3.8
Agree somewhat		26.1	16.7	16.0
Disagree somewhat		24.9	39.0	39 .9
Disagree strongly		25.2	40.1	40.3
Scientists should public their findings regard of the possible conse- quences	less			. •
Agree strongly	•	26.6	14.6	13.6
Agree somewhat		25.8	30.3	29.6
Disagree somewhat		24.5	36.9	38.6
Disagree strongly		25.3	18.2	18.2
Realistically, an indiv person can do little bring about changes in our society	to			
Agree strongly		27.1	. 8.2	7.5
Agree somewhat		25.3	25.6	25.6
Disagree somewhat		24.8	. 37.4	38.3
Disagree strongly		25.4	. 28.8	28.6

·	Survey-	Transfer	Percent					
Item	Question	Rate	Transfer	Nontransfer				
Attitudes - continued								
The chief benefit of a college education is that it increases one's earning power	•							
Agree strongly	•	26.3	18.0	17.0				
Agree somewhat		25.0	39.5	39.9				
Disagree somewhat		19.9	25.0	25.6				
Disagree strongly		25.2	17.5	17.5				
My beliefs and attitudes are similar to those of most other college students			- .					
Agree strongly		24.6	9.5	9.8				
Agree somewhat		24.8	60.3	61.8				
Disagree somewhat		25.5	23.0	22.7				
Disagree strongly		30.0	7.2	5.7				
Faculty promotions should be based in part on student evaluations		<i>.</i>						
Agree strongly		26.2	12.1	11.5				
Agree somewhat		25.5	50.7	49.9				
Disagree somewhat	•	23.9	25.8	27.7				
Disagree strongly	•	26.2	11.4	10.9				
Student publications should be cleared by college officials			·					
Agree strongly		24.5	10.7	11.2				
Agree somewhat		24.6	40.0	41.4				
Disagree somewhat		25.7	31.7	30.9				
Disagree strongly		26.5	17.6	16.5				
Women should be subject to the draft		•	•	÷				
Agree strongly	: ·	26.0	6.6	6.3				
Agree somewhat	•	25.9	19.4	18.7				
Disagree somewhat:		25.0	23.6	24.0				
Disagree strongly	•	25.1	50.4	51.0				

	Survey-	Transfer	Per	cent
Item	Question	Rate	Transfer	Nontransfe
Attitudes - continued				,
The voting age should be lowered to 18				-
Agree strongly		25.1	37.3	37.7
Agree somewhat		26.0	28.4	27.4
Disagree somewhat		25.4	17.0	16.9
Disagree strongly	,	. 24.6	17.3	18.0
College officials have the right to ban persons with extreme views from speaking on campus	3			
Agree strongly	•	26.6	15.4	14.4
Agree somewhat		24.3	25.2	26.5
Disagree somewhat		26.1	28 . 5	29.1
Disagree strongly		25.8	30.9	30,0
Students from disadvartaged social backgrounds should be given preferential treatment in college admissions				
Agree strongly		26.1	6.2	5.9
Agree somewhat		25.6	37.4	36.7
Disagree somewhat		25.6 .	38.8	38.0
Disagree strongly		23.5	17.6	19.4
Most college officials have been too lax in dealing with student protests on campus			· .	
Agree strongly		27.0	13.1	11.9
Agree somewhat		25.4	35.5	35.2
Disagree somewhat		31.1	. 38.5	41.8
Disagree strongly	. 1	28.2	12.9	11.1
Students from disadvantaged backgrounds should be given preferential treatment in college admissions	1971-13			•
Agree strongly	•	26.1	6.6	6.5
Agree somewhat		26.2	30.3	29.7,
Disagree somewhat		35.3	35.1	34.7
Disagree strongly		25.1	28.0	29.1

	Survey-	Transfer	Per	cent
Item	Question	Rate	Transfer	Nontransfer
Attitudes - continued				
Most college officials have been too lax in dealing with student protests on campus				
Agree strongly		24.6	15.5	16.6
Agree somewhat		24.0	24.6	27.2
Disagree somewhat		25.9	37.8	37.9
Disagree strongly		29.6	22.1	18.3
Open admissions (admitting anyone who applies) should be adopted by all publicly-supported colleges				
Agree strongly		27.3	16.2	15.1
Agree somewhat		25.0 .	23.1	24.1
Disagree somewhat	•	20.6	30.2	30.1
Disagree strongly		25.7	30.5	30.7
Even if it employs open admissions, a college should award degrees based on the same performance standards for all students				· .
Agree strongly		25.4	52.7	54.1
Agree somewhat		26.6	30.6	29.6
Disagree somewhat		25.4	11.3	11.6
Disagree strongly		28.5	5.4	4.7
Open admissions is a good idea because it equalizes opportunities for higher education			٠.	
Agree strongly	·	26.0	21.0	20.9
Agree somewhat		25.8	36.0	36.1
Disagree somewhat	•	25.1	27.5	28.6
Disagree strongly		27.3	15.5	14.4



	Sur v ey-	Transfer	Per	cent
Item	Question	Rate	Transfer	Nontransfer
Attitudes - continued	, ·		1	. ,
Open admissions is okay, but the students who have high school defici- encies or poor marks should attend separate colleges				• • • • • • • • • • • • • • • • • • • •
Agree strongly		24.1	6.0	6.6
Agree somewhat		26.3	26.5	25.8
Disagree somewhat		25.7	41.0	41.4
Disagree strongly		26.1	26.5	26.2
Open admissions is a good idea because it offers many students a chance				
Agree strongly		25.8	28.5	28 .5
Agree somewhat		26.0	45.6	45.4
Disagree somewhat	•	25.5	16.9	17.2
Disagree strongly		26.1	9.0	8.9
Open admissions lowers the v alue of a degree				
Agree strongly		27.1	16.5	15.5
Agree somewhat		25.5	27.2	2 7. 8
Disagree somewhat		25.7 ·	31.7	32.1
Disagree strongly		25.8	24.6	24.6
Open admissions lowers the reputation of a college			•	
Agree strongly		37.5	16.2	15.0
. Agree somewhat		25.8	31.6	31.6
Disagree somewhat		31.4	30.0	30.7
Disagree strongly		77.1	22.2	22.7
Open admissions discourages applications from outstandi high school graduates	.ng			
Agree strongly		25.8	13.4	13.4
Agree somewhat		25.4	33.1	34.0
Disagree somewhat	•	25.8	32.5	32.7
Disagree strongly	44	27.0	21.0	19.9

Source: Policy Analysis Service, American Council on Education; Based on a 1967 survey of first-time full-time freshman and a 1971 follow-up conducted under the auspices of the Cooperative Institutional Research Program

Table 2

Institutional Policies and Practices on Academic Credit, Advanced Placement, Admissions. Teaching Effectiveness, and Student Relations, by Type and Control of Institution (Weighted Percentages)

				Year Coll		Pout-	Year Col	leges	Uτ	iversiti	ės ·	Total.	All Insti	tuti
Decision Conference Confe														
Collega-level met. completed in a monacteristed collega-level met. completed in a monacteristed service of the collega-level met. completed in an institution where services of the collega-level met. Industry or military services (2.9 July 10.1 1.1 1.2 1.0 1.1 1.2 1.0 1.1 1.2 1.0 1.1 1.2 1.0 1.0 1.1 1.2 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0	(a)	ACADEMIC CREDIT GRANTED TOWARD A DEGREE FOR:									,			
Correspondence coveres given by year institution (1.4 m.) and (1.4 m.)		College-level work completed in a nonecoredited	35.3	29.9	34.1	51.9	48.1	49.2	57.3	74.6	63.6	42.1	46.1	44
Contest credit under completed in an institution house discussed in the contest of the contest o		institution with accreditation pending	46.4	61.7	R. P.	57.0	65.9	63.4	58.5	16.3	E / 1			
Machelin or trabing in industry or military service 13.2 23.2 23.5 23.2 23.5 23.2 23.5 23.2 23.5 23.2 23.5 23.2 23.5 23.2 23.5 23.2 23.5 23.2 23.5 23		Coilege-level work completed in an inatitution whose			42.0					40.3	34.1	30.3	64.0	57
Public Superiorie is industry or allitary verying 21,4 93,6 10,0 13,6 13,5 13,6		Education or training in industry or military assures	9.1											8
Successful completion of standardized achievement 1,		Work experience in industry or military service												47
Contexpendence courses given by your entitletion		Successful completion of standardized achievement				10.7			.,,,	0.0	13.0	23.3	16.0	- 20
Externoption courtering global by other fostivations 23.8 4.2 37.2 37.8 38.8 93.4 27.0 27.9 39.8 64.0 36										86.6	89.7	75.7	78.6	7.
Extression_controlleds whereat mixtures the state of th	•	Correspondence courses given by other institution												14
Course C		Course credit by examination without taking the	04.5	31.4	62.6	29.9	22.3	36.0	70.9	29.9	39.8	64.3	54.3	5
Marticular Description Marticular delication Mar		course .	82.8	42.3	73.7	78.8	69.4	72.0	94.1	62.7	82.7	82.6	64.0	7
Extensive travel and/or oversean living reperince Remedial courses give by your institution 13.4 7.3 12.5 13.4 2.7 13.1 20.7 13.1 10.4 11.5 13.4 10.6 13.6 16.6 10.6														
## Accordance gives by your facilitation **O.3 26,5 37,2 27,7 19,5 21,8 16.4 4.4 10.6 16.2 24.0 15.5 24														
Description Transport Collegation Co														
Callega-level units completed in encondary school collega-terwise to completed in a manacrestical collega-level units completed in a manacrestical collega-level units completed in an inactivation whose activated termin has been related of a part of the collegation of the collega)	ADVANCED PLACEMENT WITHOUT CREDIT GRANTED FOR:							•		1010			•
College-level work completed in a monacredited in a control thought of the control of the contro		College-level work completed in secondary school	41.1	35.0	39.8	43.8	64.5	56.8	46.2	74.6	56.5	42.3	50 6	,
College-level work completed in an institution whose accreditation has been reloaded or restricted as accreditation has been reloaded or restricted block appreciacy in industry or wiltery mervice with the properties of standardited activities and accreditation without taking the course. Settle (a.g., CLEF or AP) Settle (a.g., CLE		College-level work completed in a nonaccredited									5415	44.5	33.0	•
Secretification has been refused or reacticides 5.7 6.7 5.4 7.5 9.3 8.8 10.2 11.8 10.8 6.7 8.6			12.9	8.1	11.9	19.4	25.2	23.6	23.7	29.9	25.9	15.8	22.4	1
Education or training in industry or military service 20.1 9.0 19.6 19.6 22.6 22.6 22.6 29.0 9.5 50.5		accreditation has been refused or rescinded	5.7	4.7 .	5.3	7.5	9.1	# B	10.3	11 0	10.0	4 1	۰,	
Section of Language Control to Experience in Industry or military service 13-7 2-6 11-2 11-2 13-2 8-7 10-0 10-2 9-0 9-7 13-3 7-7 13-2 7-7		Education or training in industry or military service	20.1											
Secretarial completion of attandardical achievement 33. 22.6 31.1 39.2 46.0 12.7 56.0 12.6 51.6 31.1 43.2 42.6 20.2 42.6 20.2 20.2 20.2 20.2 20.2 20.2 20.2 2		Work experience in industry or military service		2.6										
Correspondence Courses given by other institutions 15.9 6.0 13.7 9.4 11.9 21.2 26.3 10.4 20.5 15.0 10.9 10.2 20.6 20.7 27.0 26.3 35.9 34.3 35.3 23.4 25.0 20.		Successful completion of standardized achievement												
Correspondence Courses given by other institutions 15.9 6.0 13.7 9.4 11.9 21.2 26.3 10.4 20.5 15.0 10.9 10.2 20.6 20.7 27.0 26.3 35.9 34.3 35.3 23.4 25.0 20.		Correspondence courses given by your institution	0.9											
State Court of the proper Court of the		Correspondence courses given by other institutions												
Extension, contraining cducation, or adult education courses Extensive raval and/or overseas living experience												.,	1412	
Extensive rraws and/or overseas living experience 15.1 11.5 14.7 13.7 13.1 33.2 31.4 16.2 22.8 16.2 13.0 1 Resterior craws and/or overseas living experience 2.2 5.1 2.9 9.1 4.3 5.0 5.5 5.5 2.2 4.5 4.5 6.8 Resterior craws from the proportion of the proportion of the proportion of votes sudents 63.4 72.6 63.5 87.6 64.8 71.1 81.4 61.2 74.1 71.9 66.0 6			20.9	19.2	20.6	24.7	27.0	26.3	35.9	34.3	35.3	23.4	26.0	2
Extensive rraws and/or overseas living experience 2.2 5.1 2.9 9.1 4.3 5.6 2.5 1.5 2.2 4.3 4.4 Recedial courses given by our lastituition 10.0 6.7 8.8 6.1 7.3 7.0 5.9 6.0 5.9 6.0 5.9 8.6 6.8 8 6.8 8 6.8 8 6.8 8 6.1 7.3 7.0 7.0 5.9 6.0 5.9 8.6 6.8 8 6.8 8 6.1 7.3 7.0 7.0 5.9 6.0 5.9 8.6 6.8 8 6.1 8 8 6.1 7.3 7.0 7.0 5.9 6.0 5.9 8.6 6.8 8 6.1 7.3 7.0 7.0 7.0 7.0 7.0 7.0 7.0 7.0 7.0 7.0			15.1	11.5	14.3	13.7	13.3	13.7	31 4	16.2	26.0	16.2	11.0	,
### APPLISIONS PRACTICES Stated sintimum admissions requirements for all ### Special selection standards control the proportion of back students Special selection standards to control the proportion of back students Special selection standards to control the proportion of back students Special selection standards to control the proportion of back students Special selection standards to control the proportion of back students Special selection standards to control the proportion of back students Special selection standards to control the proportion of back students Special selection standards to control the proportion of back students Special selection standards to control the proportion of back students Special selection standards to control the proportion of back students Special selection standards to control the proportion of back students Special selection standards to control the proportion of back students of back students Special selection standards to control the proportion of back students of back students Special selection standards to control the proportion of back students (sea back proportion of back students (sea back proportion of back students) Special selection standards to control the proportion of back students (sea back standards) Special selection standards to control the proportion of back students (sea back standards) Special selection standards and standards to control the proportion of back students (sea back standards) Special selection standards to control the proportion of back standards and standards to control the proportion of back standards and stan			2.2											
Stated minimum adminsions requirements for all 6 63.4 72.6 65.5 87.6 64.8 71.1 81.4 61.2 74.1 71.9 66.0 First-year, montransfer students 63.4 72.6 65.5 87.6 64.8 71.1 81.4 61.2 74.1 71.9 66.0 Special selection standards to control the proportion of outers to the proportion of outers to the proportion of students from other chinic groups 0.0 0.0 0.0 3.2 4.1 3.9 5.1 20.9 10.9 1.5 4.3 Special elasticines and and to control the proportion of students from other chinic groups 0.0 0.0 0.0 3.8 3.3 3.4 8.5 16.2 11.3 1.8 3.4 Special elasticines from other chinic groups 0.0 0.0 0.0 3.8 3.3 3.4 8.5 16.2 11.3 1.8 3.4 Special elasticines to control the proportion of students by geographic origin 9.7 2.6 8.1 19.6 1.8 6.7 28.0 10.4 21.6 14.2 2.4 Special elasticines to spouse of matriculated 4.5 33.9 42.5 64.2 56.3 35.5 77.1 83.8 79.6 53.1 54.0 Professed frost to recruit students from specific groups 7.2 18.4 31.0 41.1 34.1			10.0	4.7	8.8	6.2	7.3	7.0	5.9	6.0				
Special effection standards to control the proportion of 3.4 72.6 65.5 87.6 64.8 71.1 81.4 61.2 74.1 71.9 66.0 1.5														
Special selection standards to control the proportion of outers students (control the proportion of outers students from other ethnic proportion of totack students from other ethnic proportion of black students from other ethnic proportion of students from other ethnic proportion of students from other ethnic proportion of students by geographic origin Special admissions policies to control the proportion of students by geographic origin Special reforts to recruit students from specific ethnic groups Preferential admissions to spouses of matriculated 4.5 15.9 42.5 64.2 56.1 19.6 1.8 6.7 28.0 10.4 21.6 14.2 2.4 Preferential admissions to spouses of matriculated O.9 4.7 1.7 0.0 8.2 5.9 5.9 11.8 8.1 1.1 7.7 Preferential admissions to veterons Entrollment in seen undorsgraduate courses by high school students (exclude extension, correspondence, or adult education) Highly infividualized admissions decisions based on appraisal of total applicant doasier O.9 0.0 0.9 0.9 0.0 0.9 0.0 0.0 0.0 0.0 0		Stated minimum admissions requirements for all										•		
Special election standards to control the proportion of black students Special selection standards to control the proportion of black students Special selection standards to control the proportion of stack students Special selection standards to control the proportion of students by geographic original Special selection standards to control the proportion of students by geographic original Special selection standards to control the proportion of students by geographic original Special students Special stu		Special selection standards on control the proper-	63.4	72.6	65.5	87.6	64.8	71.1	81.4	61.2	74.1	71.9	66.0	
Special selection standards to control the proportion of black students Special selection standards to control the proportion of black students Special selection standards to control the proportion of black students Special selection standards to control the proportion of students from other ethnic groups Special declaration by aggraphic original proportion of students from other ethnic groups Preferential selection standards to control the proportion of students from other ethnic groups Preferential selection standards to spouses of matriculated students Special returns by aggraphic original proportion of students (see such as a students) Preferential admissions to spouses of matriculated students Special returns by aggraphic original proportion of students (see load of students) Preferential admissions to veterans Special returns as to spouses of matriculated students Special returns as the students (see load of students) Special returns as the students (see load of students) Preferential admissions to veterans Special returns as the students (see load of students) Preferential admissions of complete students (see load of students) Preferential admissions of students (tion of women students	0.0	2.6	0.6	4.8	2.1	2.8	2.5	4.5	3 2	1.6		
Special selection standards to control the proportion of students from other ethnic groups		Special selection standards to control the propor-									.	1.0	2.3	
Special admissions policies to content sproper tion of acudents by geographic origin propertion of acudents by geographic origin propertic origin propertion of acudents by geographic origin propertion of acudents geographic origin propertion or geographic origin pro		tion of black students	0.0	0.0	0.0	3.2	4.1	3,9	5.1	20.9	10.9	. 1.5	4.3	
Special admissions policies to control the proportion of students by geographic origin 9.7 2.6 8.1 19.6 1.8 6.7 28.0 10.4 21.6 14.2 2.4 Special efforts to recruit students from specific white groups 44.5 35.9 42.5 64.2 56.3 58.5 77.1 83.8 79.6 53.1 54.0 2.4 Exception of the following students of the students of the students of the students admissions to spouse of matriculated students in the students from the students of the students of the students of the students of the students (scale students) and students		tion of students from other while groups	` 0 0	0.0	0.0	2 0						•		
Special riferts to recruit students from specific withing sproups Preferential admissions to spouses of matriculated students students of the sproups Preferential admissions to spouses of matriculated students of the sproups Preferential admissions to veterans 37.2 18.4 33.0 41.1 36.1 56.9 5.9 5.9 11.8 8.1 1.1 7.7 Enrollment in some undergraduate courses by high steols students (setude extension, correspondence, or adult education) Preferential admissions decisions based on adult education (setude extension, correspondence, or adult education) Preferential admissions decisions based on adult education (setude extension) Preferential admissions of the students (setude extension) Preferential admissions of the students (setude extension) Preferential education Preferential educ		Special admissions policies to control the propor-	***	0.0	4.0	3.0	3.3	3.4	8.3	16.2	11.3	1.8	3.4	
think groups Preferential admissions to spouses of matriculated 44.5 35.9 42.5 64.2 56.3 58.5 77.1 83.8 79.6 53.1 54.0 7 Preferential admissions to spouses of matriculated 0.9 4.7 1.7 0.0 8.2 5.9 5.9 11.8 8.1 1.1 7.7 Forefrential admissions to veterans 37.2 18.4 33.0 41.1 34.1 36.1 41.5 79.9 37.3 18.8 31.0 5 Encollect in some undergraduate courses by high school students (exclude extension, correspondence, or adult education) Highly individualized admissions decisions based on appraisal of total applicant domaier 0.9 4.7 1.7 0.0 8.2 5.9 5.9 11.8 8.1 1.1 7.7 88.6 8.8 76.4 74.7 67.3 69.3 81.4 65.7 75.7 77.7 67.4 7 89.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0		tion of students by geographic origin	9.7	2.6	8.1	19,6	1.8	6.7	28.Ú	10.4	21.6	14.2	2 6	
Preferential admissions to spouse of matriculated students		uthoic groups										747.	2,7	
students Preferential admissions to veterans Preferential admissions veterans Preferential admissions to veterans Preferential veterans Preferential veteral publications while to the discipline of out- Procedures novaliable for the discipline of out- Reference veterans veterans veterans Preferential veteral veteral publications Preferential veteral veteral publications Preferential veteral v			44.5	35.9	42.5	64.2	56.3	58.5	77.1	83.8	79.6	53.1	54.0	
## Preferential adulations to veterans ### Enrollment in some undergraduate courses by high sthool students (exclude extension, correspondence, or adult education) ### Sthool students (exclude extension, correspondence, or adult education) ### Highly in: In: Valualized admissions decisions based on appraisal of total applicant dosaler 78.6		students	0.9	4.7	1.7	0.0	R 2	56	5 0	11 0				
sthool students (exclude extination, correspondence, or adult education) 78.6 68.8 76.4 74.7 67.3 69.3 81.4 65.7 75.7 77.7 67.4 77.7 67.4 78.7 78.7 78.6 78.4 78.7 78.7 78.7 78.7 78.7 78.7 67.4 78.7 78.7 78.8 78.8 78.8 78.8 78.8 7														
or adult education) Highly individualized admissions decisions based on appraisal of total applicant doasier B1.7											*****	,,,,	,,,,	
Highly individualized admissions decisions based on appraisal of total applicant dossier 18.7			78.6	40 0	76 /		(3 -							
Open admissions by lottery Open admissions on a first-come, first-served basis 18.9 12.4 33.0 7.5 5.8 6.3 4.2 0.0 2.7 26.8 6.8 12.5 12.4 13.0 7.5 5.8 6.3 4.2 0.0 2.7 26.8 6.8 12.5 12.5 12.5 12.5 12.5 12.5 12.5 12.5		Highly individualized admissions decisions based on	,,,,	00.0	16.4	14.1	· 67,3	69.3	81.4	, 65.7	75.7	77.7	67.4	7
Open admissions on a first-energed basis 38.9 12.4 31.0 7.5 5.8 6.1 4.2 0.0 2.7 26.8 6.8 12.5 2 Open admissions to any high school graduate 64.3 37.2 58.2 18.8 7.3 10.5 13.7 1.5 9.2 46.8 12.5 2 Open admissions to other 35.4 10.7 29.9 14.8 8.3 10.1 6.8 4.4 5.9 27.0 8.6 12.5 2 STUDENT EVALUATIONS OF TEACHING EFFECTIVENESS ARP: Made in all or nearly all departments 65.9 59.8 64.6 64.0 66.0 65.4 58.5 70.1 62.7 64.6 65.0 6 Made only in some departments 13.2 4.7 11.3 27.7 15.0 18.6 10.5 20.9 27.0 18.9 13.5 1 Made only in some courses 23.4 20.9 22.8 1 18.5 19.5 19.2 27.1 20.9 24.9 22.4 19.6 2 Made generally available to campus community 6.3 6.0 6.7 4.2 64.4 26.6 49.5 37.7 46.9 55.1 50.7 53.5 39.3 12.6 3 STUCKING INCOMENSING STUDENT BEHAVIOR OR STUDENT SERVICES Student publications subject to the advice of administration or faculty country students publications subject to the consent of administration or faculty country committee of sadministration or faculty country countries of the subject to the discipline of other dense of sadministration or faculty countries of the subject to the consent of sadministration or faculty countries of the subject to the discipline of other dense of sadministration or faculty countries of the subject of the subject of the discipline of other dense of sadministration or faculty countries of the subject of the discipline of other dense of sadministration or faculty countries of the subject of the discipline of other dense of sadministration or faculty countries of the subject of the discipline of other dense of sadministration or faculty countries of the subject of the discipline of other dense of sadministration or faculty countries of the subject of the discipline of administration or faculty countries of the subject of the discipline of other dense of sadministration or faculty countries of the subject of the discipline of other dense of the subject of the discipline of other dense of the subject of the subject of the discipline of other dense of the subject of the subje		appraisal of total applicant dossier			25.0	43.0	70.3	62.7	36.4	83.8	53.8	27.3	66.7	
Open admissions to any high school graduate 64.3 37.2 58.2 18.8 7.3 10.5 13.7 1.5 9.2 46.8 12.5 2 Open admissions, other 35.4 10.7 29.9 14.8 8.3 10.1 6.8 4.4 5.9 27.0 8.6 1 STUDENT EVALUATIONS OF TEACHING EFFECTIVENESS ARE: Made in all or nearly all departments 65.9 59.8 64.6 64.0 66.0 65.4 58.5 70.1 62.7 64.6 65.0 64.0 Made only in some departments 13.2 4.7 11.3 27.7 15.0 18.6 30.5 20.9 27.0 18.9 13.5 1 Made only in some courses 23.4 20.9 22.8 18.5 19.5 19.2 27.1 20.9 24.9 22.4 19.5 2 Made generally available to compus community 6.3 6.0 6.2 40.5 37.7 40.9 55.1 50.7 53.5 39.3 12.6 3 Made generally available to compus community 6.3 6.0 6.2 18.0 17.9 18.0 40.7 46.3 42.7 12.7 17.3 1 Silectively disseminated under administrative control 37.6 22.6 34.2 29.0 20.7 23.1 27.4 13.4 22.3 34.2 20.7 2.7 17.1 17.3 1 Silectively disseminated under administrative control 37.6 22.6 34.2 29.0 20.7 23.1 27.4 13.4 22.3 34.2 20.7 2.7 17.1 17.3 1 Silectively disseminated under administrative control 37.6 22.6 34.2 29.0 20.7 23.1 27.4 13.4 22.3 34.2 20.7 2.7 17.1 17.3 1 Silectively disseminated under administrative control 37.6 22.6 34.2 29.0 20.7 23.1 27.4 13.4 22.3 34.2 20.7 2.7 17.1 17.3 1 Silectively disseminated under administrative control 37.6 22.6 34.2 29.0 20.7 23.1 27.4 13.4 22.3 34.2 20.7 2.7 17.1 17.3 1 Silectively disseminated under administrative control 37.6 22.6 34.2 29.0 20.7 23.1 27.4 13.4 22.3 34.2 20.7 2.7 17.1 17.3 1 Silectively disseminated under administrative control 37.6 22.6 34.2 29.0 20.7 23.1 27.4 13.4 22.3 34.2 20.7 2.7 17.1 17.3 1 Silectively disseminated under administrative control 37.6 22.6 34.2 29.0 20.7 23.1 27.4 13.4 22.3 34.2 20.7 2.7 17.1 17.3 1 Silectively disseminated under administrative control 37.6 34.2 34.2 34.2 34.2 34.2 34.2 34.2 34.2		Open admissions on a first-come (Instancement banks							0.0					
STUDENT EVALUATIONS OF TEACHING EFFECTIVENESS ARE: 10.7 29.9 14.8 8.3 10.1 6.8 4.4 5.9 27.0 8.6 17.0 18.6 18.1 19.1 18.6 18.5 19.5 1		Open admissions to any high school graduate											6.8	
Made in all or nearly all departments		Open admissions, other												
Made in all or nearly all departments		STUDENT EVALUATIONS OF TEACHING EFFECTIVENESS ARE:							2.0		213	27.9	6.0	•
Made only in some departments 13.2		Made in all or nearly all departments	65,9	59.8	64.6	64.0	66.0	6".4	58.5	70.1	67 7	6/ 6	6¢ n	
Used in faculty promotions or salary increases 32.4 6.4 26.6 49.5 37.7 46.9 55.1 50.7 55.5 39.3 12.6 3 46.4 26.6 49.5 37.7 46.9 55.1 50.7 55.5 39.3 12.6 3 46.8 6 60.6 6.9 6.2 18.0 17.9 18.0 40.7 46.3 42.7 12.7 17.3 1 20.9 22.8 18.5 19.2 27.1 20.9 22.8 19.8 22.4 19.8 20.8 20.8 20.8 20.8 20.8 20.8 20.8 20				4.7	41.3	27.7	15.0							
Made generally available to campus community 6.3 6.0 5.2 16.0 17.9 18.0 40.7 46.3 42.7 12.7 17.3 17.5 Fed back only to individual faculty member 52.5 54.3 52.9 41.7 47.4 41.8 41.0 20.9 33.7 48.4 47.2 4 17.5 Selectively disseminated under administrative control 77.6 22.6 14.2 29.0 26.7 23.1 27.4 13.4 22.3 34.2 20.7 2 17.1 17.3 18.0 17.5 El.1 18.4 17.2 18.4 17.4 18.4 17.4 18.4 17.4 18.4 17.4 18.4 17.4 18.4 17.4 18.4 18.4 18.4 18.4 18.4 18.4 18.4 18										20.9	24.9	22.4		
Fed back only to individual faculty member		Made generally available to campus community												
Polifices AND FRATICES CONCERNING STUDENT BEHAVIOR Polifices AND FRATICES CONCERNING STUDENT BEHAVIOR Polifices AND FRATICES CONCERNING STUDENT BEHAVIOR		Fed back only to individual faculty member	52.5											
Structure Stru			37.6	22.6										
Student publications subject to the advice of administration or faculty Student publications subject to the consent of administration or faculty Student publications subject to the consent of administration or faculty Procedures available for the discipline of students which the students (e.g., student judiciary committee) Students hy students (e.g., student judiciary committee) Students required to attend religious services (a.g., student judiciary committee) Students required to attend religious services (balch service permitted to issue contraceptives (balch service permitted (balch service permitt		OR CTUDENT CURRENCES CONCERNING STUDENT BEHAVIOR												
### ### ##############################		Student publications subject to the advice of		4.1										
Student publications subject to the consent of administration or faculty 12.9 21.8 14.9 5.9 10.1 7.9 5.1 6.0 5.4 10.1 12.1 1 1 1 1 1 1 1 1 1		administration or faculty"	84,1	. 70.5	81.1	84.4	60 7	77 4	7	<i>(</i>				
Procedures available for the discipline of otu- denth by withdents (e.g., student judiciary committee) 68.0 64.1 67.1 82.8 83.9 83.6 78.0 77.6 77.8 73.1 79.9 7 Students required to attend religious services 68.0 64.1 67.1 82.8 83.9 83.6 78.0 77.6 77.8 73.1 79.9 7 Wealth service permitted to issue contraceptives 2.3 0.0 1.8 18.5 16.5 17.1 56.8 44.1 52.2 12.0 14.9 1 Special policies for health-related guidance in sexual matters (e.g., sbortion referral) 24.0 17.9 22.7 37.4 28.2 30.8 53.4 61.2 56.2 30.5 28.1 Special policies for guidance in drug usage 34.1 29.5 33.1 40.1 42.4 41.8 50.8 50.7 50.8 37.4 40.6 3 Cord dormitories, with sexes segregated by floors or wings 13.8 13.7 13.8 37.9 34.3 35.3 73.7 70.1 72.4 26.2 32.4 2 Tooms, same floor or wings 13.8 13.7 13.8 37.9 34.3 35.3 37.7 70.1 72.4 26.2 32.4 2 Tooms, same floor or wings 13.8 13.7 13.8 37.9 34.3 35.3 37.7 70.1 72.4 26.2 32.4 2 Tooms, same floor or wings 13.8 13.7 13.8 37.9 34.3 35.3 37.7 70.1 72.4 26.2 32.4 2 Tooms, same floor or wings 13.8 13.7 13.8 37.9 34.3 35.3 37.7 70.1 72.4 37.4 26.2 37.4 2 Tooms, same floor or wings 13.8 13.7 13.8 37.9 34.3 35.3 37.7 37.1 37.4		Student publications subject to the consent of			01.1	04.4	09.2	13.4	14.0	60.3	(°).4	63.3	68.9	7
Students required to attend religious services 68.0 64.1 67.1 82.8 83.9 83.6 78.0 77.6 77.8 73.1 79.9 77.6 77.8 77.1 77.9 77.6 77.8 77.1 77.9 77.9			12.9	21.8	14.9	5.9	10.1	8.3	5.1	6.0	5.4	10.3	12.1	,
committee) Students required to attend religious services 68.0 64.1 67.1 82.8 83.9 83.6 78.0 77.6 77.8 73.1 79.9 7 Health service permitted to issue contraceptives Special politics for health-related guidance in sexual matters (e.g., sbortton referral) Special politics for guidance in drug usage 24.1 29.5 33.1 40.1 42.4 41.8 50.8 50.7 50.8 37.4 40.6 3 Floors or wings Coed dornitories, with sexes segregated by floors or wings Coed dornitories, with sexes segregated by Froms, same floor or wings Coed dornitories, with sexes segregated by Froms, same floor or wings Coed dornitories, with sexes segregated by Froms, same floor or wings Coed dornitories, with sexes segregated by Froms, same floor or wings														•
Students required to attend religious deriviews 0.0 27.4 6.1 0.0 15.0 10.9 0.9 1.5 1.1 0.1 16.6		committee)	68.0	64.1	67.1	a ¢8	a7 n	a1 4	70 ^	77.				
Health service permitted to issue contraceptives 2.3 0.0 1.8 10.5 16.5 17.1 56.8 44.1 52.2 12.0 14.9 1		Students required to attend religious services												7
sexual matters (e.g., shortton referral) 24.0 17.9 22.7 37.4 28.2 30.8 53.4 61.2 56.2 30.5 28.1 2 Special policies for guidance in drug usage 34.1 29.5 33.1 40.1 42.4 41.8 50.8 50.7 50.8 37.4 40.6 3. Caed dornitories, with sexes segregated by floors or wings Coed dornitories, with sexes segregated by rooms, same floor or wings Coed dornitories, with sexes segregated by rooms, same floor or wings		Special policies for health-related suddees in												
Special policies for guidance in drug usage 14.1 29.5 33.1 40.1 42.4 41.8 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.8 37.4 40.6 3. 60.6 50.7 50.8 50.7 50.7 50.7 50.7 50.7 50.7 50.7 50.7			24.n	17 Q	י לנ									
Coed dormitories, with sexes segregated by floors of wings Coed dormitories, with sexes segregated by floors of wings 13.8 13.7 13.8 37.9 34.3 35.3 73.7 70.1 72.4 26.2 32.4 27.0 0.0 0.6 15.3 10.0 0.7 0.0 0.7 0.0 0.7 0.7 0.7 0.7 0.7														2
Cord derultories, with sexes segregated by		Coed dormitories, with sexes segregated by					74.4	7210	30.0	Ju./	30.8	3/.4	40.6	34
rooms, same floor or wing 0.7 0.0 n.6 ts 7 ts			13.8	13.7	13.8	37.9	34.3	35.3	73.7	70.1	72.4	26.2	32.4	29
		rooms. Some floor or wing	ר ח	0.0		10 -								

Source: John A. Creager, "Selected Policies and Practices in Higher Education," ACE Research Reports, Vol. 8, No. 4, 1973, pp. 18-19.

Distributed at Airlie House Conference on College Transfer, Dec. 2-4, 1973.



Table 3

Institutional Policies and Practices on Grading, Undergraduate Programs, and Instructional Facilities
by Type and Control of Institution
(Weighted Percentages)

	1		Year Coll			Year Col			Universities			Total, All Institutions		
_	ltem	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total	
5	GRADING PRACTICES													
	Letter gtades Numerical grades	98.4	100.0	98.8	94.9	94.9	94.9	99.1	98.5	98.9	97.4	96.0	96.7	
	Pass-fa'il	3.9	4.3	4.0	5.6	7.9	7.3	10.2	16.2	12.4	5.1	7.7	6.4	
	Satisfactory-unsatisfactory	48.6 26.1	25.6 13.2	43.5	65.9	57.1	59.5	84.6	83.6	84.2	56.7	52.6	54.7	
	l'ass-no record	10.3	10.7	23.2 10.4	40.6 13.7	23.1 15.8	28.0 15.2	41.5 19.5	32.4 10.4	38.2 16.2	31.6 12.2	21.9	26.6	
	Honorspass-fail	8.4	6.0	7.8	9.7	12.8	12.0	28.8	13.4	23.2	10.7	14.7 11.7	13.4	
	Completed-incomplete	22.7	17.1	21.4	25.0	20.9	22.0	31.4	26.9	29.7	24.2	20-6	22.4	
	Descriptive reports by faculty	13.3	10.2	12.6	14.0	16.6	15.9	28.0	32.4	29.6	15.0	16.2	15.6	
	Faculty evaluation of self-evaluative report													
	by student Student self-grading	15.6	10.3	14.4	12.4	10.5	11.0	28.2	6.0	20.1	15.9	10.3	23.1	
	No record kept of individual course grades	17.1 1.6	8.1	15.1	8.6	11.0	10.3	26.5	14.9	22.3	15.6	10.7	13.2	
	*	1.6	0.0	1.2	0.0	0.0	0.0	2.5	1.5	2.2	1.3	0.1	0.7	
6(a)	SPECIAL UNDERGRADUATE PROGRAMS IN EFFECT													
	Ethnic studies Women's studies	44.3	27.B	40.6	52.7	40.6	43.9	77.1	65.7	73.0	49.6	39.6	64.7	
	Honoris program	13.2	10.7 28.6	12.6	11.8	14.3	13.6	34.7	27.9	. 32.3	14.8	14.4	14.6	
	Career-related work/study	74.6-	34.2	21.8 65.5	56.5 59.9	46.8	49.5	87.2	83.6	85.9	36.3	45.4	40.0	
	. Interdepartment/interdisciplinary (e.g., urban,		3412	0545	2713	46.6	50.3	58.5	44.8	53.5	66.9	44.2	56.7	
	environmental)	33.5	37.6	34.4	65.6	72.4	70.5	83.1	94.0	87.0	47.3	67.1	57.1	
	Independent undergraduate study and/or research	51.0	42.7	49.1	84.4	86.2	85.7	86.4	91.0	88.1	63.7	78.3	70.9	
	Accelerated degree program (exclude advance			· · · · -			,	~~	,	4011	05.7	,,,,	,,,,	
	placement; include freedom to carry heavier													
	load per term, credit by exam. etc.)	62.7	48.3	59.4	72,0	70.3	70.8	85.6	82.1	84.3	67.4	66.9	67.1	
	Study abroad	19.7	30.8	22.2	55.6	73.B	68:2	84.7	91.0	87.0	36.0	66.1	50.9	
	Off-campus study in special American subcultures (Indian reservations, Black communities,													
	Appalachian regions, etc.)	5.6	12.8		71 -									
	Dual degree with other institutions	13.8	4.7	7.2 11.7	21. 2	27.6	25.8	20.3	27.9	26.9	12.0	24.9	18.4	
	Individualized programs with no specific course	13.0	4.7	11.7	16.4	37.3	31.5	32.2	34.3	33.0	16.3	31.2	23.6	
	requirements (distributional requirements only)	25.0	14.1	22.5	26.9	30.6	29.6	54.2	44.1	50.5	28.2	20.4		
	Individualized programs with no specific course				2012	30.0	27.0	3412	44.1	30.3	20.2	28.3	28.3	
	requirements (complete freedom of choice)	4.8	5.1	4.9	4.8	.17 .4	13.9	15.3	20.9	17.3	5.8	15.4	10.5	
	Correspondence and/or other home study External degree programs	27.3	0.0	21.2	-20.2	5.9	9.9	48.7	10.4	34.6	27.2	2.5.1	16.3	
	Remediai programs	6.2	. 0.0	4.8	7.3	3.6	4.6	8.5	9.0	B.7	6.8	3.2	5.1	
		82.4	64.1	78.3	61.0	44.3	49.0	59.8	44.8	54.3	74.2	47.9	61.2	
6(6)	SPECIAL UNDERGRADUATE PROGRAMS PLANNED Ethnic studies												.,	
	Women's studies	2.5	0.0	1.9	5.9	4.6.	4.9	0.9	6.0	2.7	3.4	2 4		
	Henors program	8.5	5.1	7.7	8.3	7.7.	7.9	13.6	22.4	16.8	9.0	3.9	3.6	
	Carecr-related work/study	8.0	9.8	Р.4	11.0	9.0	9.6	0.0	0.0	0.0	8.2	8.7	8.6 8.4	
	Interdepartment/interdisciplinary (e.g., urban,	4.4	17.1	7.3	18.0	13.9	15.0	8.5	4.5	7.0	8.7	14.0	11.3	
	environmental)	17.0	8.5	15.1	15.3	9.1								
	Independent undergraduate study and/or research	4.8	2.1 .	4.2	2.7	1.3	10.9	2.5	6.0	3.8	15.3	9.0	12.2	
	Accelerated degine program (exclude advance				,	1.,,	1.,,	0.0	0.0	0.0	3.8	1.4	2.5	
	placement; include freedom to carry heavier									•				
	load per term, credit by exam, etc.) Study abtoad	7.3	8.1	7.5	5.4	5.3	5.3	2.5	1.5	2.2	6.3	5.8	6.0	
		5.8	6.0	5.8	7.8	2.1	3.7	2.6	0.0	1.6	1.6	2.6	4,4	
	Off-compus study in special American subcultures (Indian reservations, Black communities,													
	Appalachian regions, etc.)	1.5	2.6											
	Dual degree with other institutions	3.4	13.7	1.7 5.7	5.6	4.3	4.6	2.5	6.0	3.6	2.6	4.2	3.5	
	Individualized programs with no specific course	3.4	13.7	3.4	13.7	4.7	7,2	2.6	1.5	2.2	6,4	6.3	6.3	
	requirements (distributional requirements only)	6.6	9.0	7.2	11.6	3.6	6.0							
	individualized programs with no specific course					3.0	5.0	5.9	0.0	3.6	8.0	4.6	6.3	
	requirements (complete freedom of choice)	2.2	0.0	1.7	4.0	2.5	2.9	0.9	0.0					
	Correspondence and/or other home scudy	7.0	7.3	7.1	3.0	2.8	2.8	2.5	0.0	0.5 1.6	2.7 5.5	1.9	2.3	
	External degree programs	15.6	7.3	13.8	11.8	4.9	6.8	17.9	4.5	13.0	14.9	3.5 5.4	4.5 10.2	
_	Remedial programs	0.0	8.1	1.8	7.5	5.6	6.1	0.9	1.5	1.1	2,3	5.8	4.0	
1	UNDERGRADUATE INSTRUCTIONAL FACILITIES AND PROCEDURE	S								•••		2.0	4.0	
	Computer-assisted instruction	50.0	13.7	41.9	54.8	48.2	50.1	62.0		3h 4				
	Open laboratories (available at student				2-10	7012	30.1	83.9	72.1	79.6	54.4	43.1	48.8	
-	convenience)	82.4	61.1	77.6	80.1	73.4	79.6	84.7	14.5	91 1	D2 0		20. 6	
	Closed-circuit television Student-prepared multi-media instruction	57.6	14.5	47.9	57.5	38.9	44.1	91.5	55.7	81.1 77.8	82.0	75.7	78.9	
	Independent investigation	26.5	10.2	22.8	48.9	36.5	40.0	37.6	34.3	36.4	60.7 34.0	35.2 31.6	48.1	
	Modularized teaching materials	68.6	61.1	66.3	91.4	89.0	89.7	90.6	63.8	88.1	77.0	83.5	32.8 80.2	
	Audio or video tape-recorded lectures	65.8	33.8	58.6	62.9	35.6	43.2	67.5 .	50.7	61.4	65.0	36.1	50.8	
	Interdisciplinary projects	84.9 67.9	52.6 53.4	77.6	76.1	60.3	64.7	88.9	70.1	82.1	82.6	59.4	71.1	
	Interdisciplinary seminars, discussions	56.2	58.1	64.7 56.6	76.1 78.8	82.6 80.1	80.8	86.4	86.5	86.5	71.9	77.3	74.6	
					70.0	80.1	79.7	83.1	£6.5	84.3	65.0	76.4	10.6	

